PERSONALITY AND ABILITY IN ORGANIZATIONAL BEHAVIOR

# OVERVIEW ( PERSONALITY )

The ways in which people differ from each other. Managers need to understand individual differences because they have an impact on

the feelings, thoughts, and behaviors of each member of an organization we call that individual differences

Individual differences may be grouped into two categories:

• Personality differences

• Differences in ability

# The Nature of Personality

People’s personalities are often described during a sort of ways. Some people seem to be perfectionists; they'll be critical, impatient, demanding, and intense. different kinds of individuals are more relaxed and easygoing. you will have friends or coworkers who always seem to possess something to smile about and are fun to be around. Or perhaps you've got friends or coworkers who are shy and quiet; they're hard to induce to grasp and may sometimes seem dull. In each of those examples, we are describing what people are generally like without referring to their specific feelings, thoughts, and behaviors in any given  
situation.

Personality is the pattern of relatively enduring ways that a person feels, thinks, and behaves. Personality is an important factor in accounting for why employees act the way they do in organizations and why they have favorable or unfavorable attitudes toward their jobs and organizations.

* A manager who understands this interaction can capitalize on the personality strengths

(creativity and achievement orientation) that propel Greene to develop successful

advertising campaigns. The manager can also guard against the possibility of clients having

a negative reaction to Greene’s shyness by teaming him up for presentations with a

gregarious executive whose strong suit is pitching campaigns to clients. If Greene’s manager

did not understand how Greene’s personality and the situation interacted to shape

Greene’s performance, the advertising agency might lose clients because of Greene’s

inability to relate to them effectively and convince them of the merits of his campaigns.

* Effective managers recognize that the various situations and personality types interact to

determine feelings, thoughts, attitudes, and behaviors at work. An understanding of employees’ personalities and the situations in which they perform best enables a manager to help employees p erform at high levels and feel good about the work they are doing.

# Personality: A Determinant of the Nature of Organizations

Ben Schneider, a prominent organizational researcher at the University of Maryland, has come up with an interesting view of the way in which personality determines the nature of whole organizations. He calls his schema the attraction-selection-attrition (ASA) framework.

He suggests that individuals with similar personalities tend to be attracted to an organization (attraction) and hired by it (selection), and individuals with other types of personalities tend to leave the organization (attrition). As a result of the interplay of attraction, selection, and attrition, there is some consistency or similarity of personalities within an organization, and this “typical” personality determines the nature of the organization itself.

# Other Organizationally Relevant Personality Traits

## LOCUS OF CONTROL

**“**Externals,” or individuals with an external locus of control, tend to believe outside forces are largely responsible for their fate, and they see little connection between their own actions and what happens

to them. “Internals,” or individuals with an internal locus of control, think their own actions and behaviors have an impact on what happens to them.

## SELF MONITORING

Self-monitoring is the extent to which people try to control the way they present themselves to others. High self-monitors want their behavior to be socially acceptable and are attuned to any social cues that signal appropriate or inappropriate behavior. They strive to behave in a situationally appropriate manner.

In contrast, low self-monitors are not particularly sensitive to cues indicating acceptable behavior, nor are they overly concerned about behaving in a situationally appropriate manner. People who are low self-monitors are guided by their own attitudes, beliefs, feelings, and principles and are not too concerned about what others think of their behaviors.

## SELF ESTEEM

Self-esteem is the extent to which people have pride in themselves and their capabilities. Self-esteem has several implications for understanding behavior in organizations. Self-esteem influences people’s choices of activities and jobs. Individuals with high self-esteem are more likely than individuals with low self- esteem to choose challenging careers and jobs. Once they are on the job, individuals with high self-esteem may set higher goals for themselves and be more likely to tackle difficult tasks. High self-esteem also has a positive impact on motivation and job satisfaction**.**

**TYPE “A” AND TYPE “B” PERSONALITY**

Individuals who are Type A have an intense desire to achieve, are extremely competitive, have a sense of urgency, are impatient, and can be hostile. They often interrupt other people and sometimes finish their sentences for them because they are so impatient. More relaxed and easygoing individuals are

labeled Type B. Type A’s would seem to be ideal employees from the organization’s perspective, especially in situations in which a lot of work needs to be done in a short amount of time. However, because they can be difficult to get along with, Type A’s may not be effective in situations that require a lot of interaction with others. Type A managers were more likely to have conflicts with their subordinates and with coworkers than were Type B managers.

## NEEDS FOR ACHIEVEMENT

Individuals with a high need for achievement have a special desire to perform challenging tasks well and to meet their own personal standards for excellence. They like to be in situations in which they are personally responsible for what happens, like to set clear goals for themselves, are willing to take personal responsibility for outcomes, and like to receive performance feedback.

## NEED FOR AFFILIATION

Individuals with a high need for affiliation are especially concerned about establishing and maintaining good relations with other people. They like working in groups, tend to be sensitive to other people’s feelings, and avoid taking actions that would result in interpersonal conflict. In organizations, individuals with a high need for affiliation are especially likely to be found in jobs that require a lot of social interaction. Individuals with a high need for affiliation may also be less effective in situations in which they need to evaluate others because it may be hard for them to give negative feedback to a coworker or a subordinate—a task that might disrupt interpersonal relations.

## NEED FOR POWER

Individuals with a high need for power have a strong desire to exert emotional and behavioral control or influence over others. These individuals are especially likely to be found in managerial jobs and leadership positions, which require one person to exert influence over others. Individuals with a high need for power may actually be more effective as leaders than those with a low need for power.

# OVERVIEW ( ABILITY )

Each member of a company has his or her own style and ways of behaving. Effectively working with others requires an understanding and appreciation of how people differ from each other its that ability of that person  
  
Ability is that the skills and qualities which make it possible to realize a goal. It may be stable and enduring characteristics that are genetic and may be either completely perceptual or completely motor or a mix. Employees must have certain abilities that may make them a valuable addition to a corporation.

# What is Ability in Organizational Behavior?

Ability may be a current assessment of what one can do.  
  
From a management standpoint, the difficulty isn't whether people differ in terms of their abilities. They certainly do.  
  
The issue is knowing how people differ in abilities and using that knowledge to extend the likelihood that an employee will perform his or her job well.  
What we are acknowledging is that everybody has strengths and weaknesses in terms of ability that make him or her relatively superior or inferior to others in performing certain tasks or activities.  
  
According to Stephen P. Robbins, “Ability is an individual’s capacity to perform the assorted tasks in a very job.”  
  
According to Keith Davis, “Ability is that the quality of having the ability to something, especially the physical, mental, financial or power to accomplish something.”  
  
Alyssa McGonagle, a professor of psychology at Wayne State University said, “Workability isn't about whether people want to continue working, but whether or not they feel they will continue engaging at their jobs.”  
At last, we are able to say that ability is that the quality or state of having the ability, power to perform whether physical, mental, moral intellectual, skill in doing, the sufficiency of strength, available resources, etc.  
  
It underpins and contributes to skills.  
  
It may be essentially perceptual, essentially motor or a mixture of both.  
  
There are two varieties of abilities, intellectual and physical abilities, which organizations explore for employees to possess to rely upon the task requirements.

# Types of Ability

In Organizational Behavior, the 2 types of ability are,

1. Intellectual Ability.

2. Physical Ability.

## Intellectual Ability

Intellectual ability is the capacity to do mental activities thinking and reasoning and problem-solving.

It commonly refers to the ability measured by performance on an intelligence test. It is also sometimes used in the context of discussing the performance of someone in an academic or real-world setting.

The seven most frequently cited dimensions making up intellectual abilities are number attitude, verbal comprehension, perceptual speed, inductive reasoning, deductive reasoning, and memory.

Intellectual abilities have got seven dimensions.

Such as

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| --- | --- |
| Dimension | Description |
| Number Aptitude | It is an ability to do speedy and accurate arithmetic. |
| Comprehension | It is the ability to understand what is read and heard and the relationship of words to each other. |
| Perceptual Speed | It is a dying ability to identify visual similarities and differences quickly and accurately. |
| Inductive Reasoning | It is the ability to identify a logical sequence in a problem and then solve the problem. |
| Deductive Reasoning | It is the ability to see the logic and assesses the implication of the art argument. |
| Special Visualization | It is the ability to imagine how an object would look like its position in space was changed. |
| Memory | It is the ability to retain and recall past experiences. |

## Advantages

* Highly reliable
* Verbal reasoning and numerical tests have shown high validity for a wide range of jobs.
* The validity rises with the increasing complexity of the job.
* Combinations of aptitude tests have higher validates than individual tests alone.
* It may be administered in group settings where many applicants can be tested at the same time.
* Scoring of the tests may be completed by computer scanning equipment.
* Lower cost than personality tests.

## Physical Ability

Physical ability is that the capacity to try to to tasks that demand stamina, desired, strength and similar characteristics.  
It can identify individuals who are physically ready to perform the essentials function of employment without risking injury to others.  
Research on the wants needed in many jobs has identified nine physical abilities involved within the performance of physical tasks.  
These are -dynamic strength, static strength, trunk strength, explosive strength, extent flexibility, dynamic flexibility, body – coordination, balance, and stamina.

|  |  |
| --- | --- |
| Factor | Description |
| Dynamic Strength | Ability to exert muscular force continuously over time. |
| Trunk Strength | Ability to exert muscular using trunk muscles. |
| Static Strength | Ability to exert force against external objects. |
| Explosive Strength | Ability to expand a maximum of energy in one or a series of explosive acts. |
| Extent Flexibility | Ability to move the trunk and back muscles as far as possible. |
| Dynamic Flexibility | Ability to make rapid, repeated flexing movements. |
| Body co-ordination | Ability to coordinate the simultaneous actions of different parts of the body. |
| Balance | Ability to maintain equilibrium despite forces pulling off balance. |
| Stamina | Ability to continue maximum effort requiring prolonged efforts over time. |

## Advantages

* It can identify individuals who are physically unable to perform the essential functions of a job without risking injury to themselves or others.
* It can result in decreased costs related to disability/medical claims, insurance, and
* workers compensation.
* Decreased absenteeism

## Disadvantages

* Costly to administer
* Requirements must be shown to be job-related through a thorough job analysis.
* May have an age-based disparate impact against older applicants,

# Intellectual Ability vs. Physical A**bility**

**Ability is an individual’s capacity to master numerous tasks** **in a very** job.  
  
Organizations have to identify key abilities of employees which will result in success, and employees have to have certain abilities which will make them a valuable addition to a company.  
  
The one who has both the intellectual ability and ability may become a rising star within the organization.  
  
The intellectual ability deals with mental capabilities like excellent memory, verbal comprehension, reasoning, analyzing, and problem-solving, which are all important elements of worker skill in companies.  
  
Physical ability is that the ability to perform some physical activity, including the tasks that need characteristics like strength, stamina, etc.  
  
For example, a word processing system is required to use his/her fingers to type on the keyboard to accomplish the duty. There are significant differences between these abilities.

These are given below:

|  |  |
| --- | --- |
| Intellectual Ability | Physical Ability |
| 1. Intellectual ability is the capacity to do activities like thinking, reasoning, and problem-solving. | 1. Physical ability is the capacity to do tasks that demand stamina, desired, strength and similar characteristics. |
| 2. Intellectual ability is doing with the mind. | 2. Physical ability is doing with the body. |
| 3. It is a measure of intelligence, and involves understanding complex concepts and thinking critically. | 3. It is the capability of performing physical accomplishments, such as flexibility, coordination, basic motor skills. |
| 4. It is related to the skills of the mind. | 4. It is related to the capabilities of the physical structure. |
| 5. It plays a vital role in complex jobs with demanding information processing requirements. | 5. It gains importance for successfully doing less-skilled and more standardized jobs. |
| 6. Intellectual ability is the ability of the mind – i.e. how clever, intuitive, etc. a person is. | 6. Physical ability is the ability of the body – i.e. how strong, agile, etc. a person is. |
| 7. Types of intellectual ability are number attitude, verbal comprehension, perceptual speed, inductive reasoning, deductive reasoning, and memory. | 7. Types of physical ability are dynamic strength, static strength, trunk strength, explosive strength, extent flexibility, dynamic flexibility, body coordination, balance, and stamina. |

Every individual requires the power to realize a goal.  
  
Physical ability is that the ability to perform some physical activity, including the tasks that need characteristics like strength, stamina, etc.  
  
On the opposite hand, intellectual ability is what one can do with the brain, with intelligence.  
  
It is generally talking about the power that tested relied on an psychometric test. it's also employed in the real world when measuring someone’s performance.  
  
Basically, by the above way, we will differentiate physical and intellectual ability

# WHERE DO ABILITIES COME FROM??

Like personality, both cognitive ability and physical ability are determined by nature and nurture, General intelligence is determined by the genes we inherit from our parents (nature) and by situational factors (nurture).

# **EMOTIONAL INTELLIGENCE**

Emotional intelligence is the ability to understand and manage one’s own feelings and emotions and the feelings and emotions of others, also helps promote effective functioning and well-being among employees.

# **THE MANAGEMENT OF ABILITY IN ORGANIZATIONS**

There are three fundamental ways to manage ability in organizations to ensure that this match-up

happens:

## 1. Selection

Managers can control ability in organizations by selecting individuals who have the abilities they need, This first involves identifying the tasks they want the employees to accomplish and the abilities they need to do them.

## 2. Placement

Managers need to identify the ability requirements of the jobs to be filled, and they need accurate measures of these abilities. Once these measures are available, the aim is to place employees in positions that match their abilities. Placement, however, involves more than just assigning new employees to appropriate positions.

## 3. Training

Organizations use training to bring employees’ skills up to some minimum required level. Extensive research suggests that job-appropriate training is effective in increasing employees’ skills and abilities and, ultimately, their performance

**REFERENCES:**

<https://www.slideshare.net/angelaputriny/organizational-behavior-personality-ability>